DOCUMENT RESUME

ED 097 238 SO 007 795

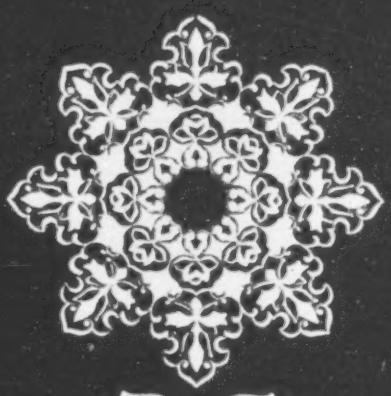
AUTHOR	Saad, Geti, Comp.
TITLE	Selected Bibliography and Abstracts of Education Materials in Pakistan; Vol. 7, No. 2, 1973. Period Covered, April-June 1973.
SPONS AGENCY	National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
PUB DATE	73
NOTE	58p.; Ed 086 579 and ED 095 074 are related documents
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Adult Education; *Annotated Bibliographies; *Comparative Education; Curriculum Development; *Educational Administration; Educational Objectives; *Educational Policy; *Educational Research; Teacher Education; Teaching Methods; Textbooks; Womens Education
IDENTIFIERS	*Pakistan

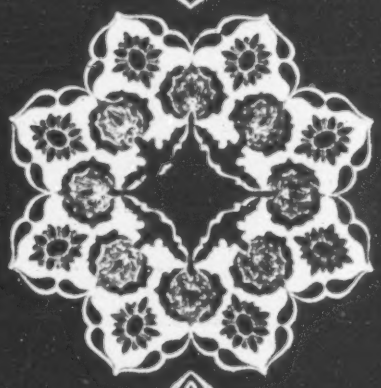
ABSTRACT

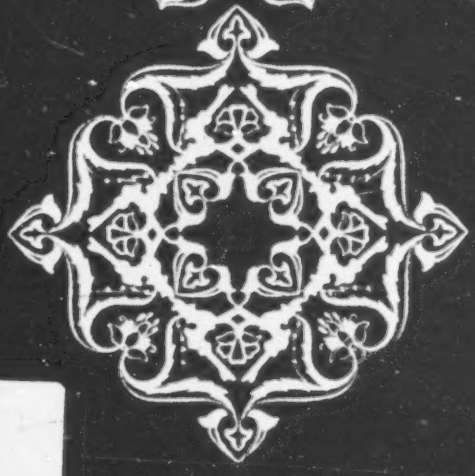
This annotated bibliography lists 105 entries of selected, educationally oriented materials from Pakistani journals, newspapers, and government publications. The materials are organized into 29 categories: administration, organization, and financing of education; adult education; art education; childhood education; curriculum;; development of education; education goals, planning, and reforms; elementary and secondary education; examinations; extra curricular activities; higher education; Islamic education; language teaching; libraries; literacy; philosophy of education; professional education; psychology; sociology; students' problems; teacher education; teachers; teaching methods and media; technical education; women's education; general; and textbooks (special section). An index of writers completes the bibliography. (JH)

ED 097238

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY







SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

SP 007 795

Vol. VII No. 2

ED 097238

TT 73-53000/02

SELECTED BIBLIOGRAPHY OF EDUCATION MATERIALS

IN PAKISTAN

Vol. 7 No. 2, 1973

Period Covered

April - June 1973

Compiled for the Office of Education, U.S. Department of Health, Education and Welfare, and the National Science Fundation, Washington, D.C. by Mrs. Geti Saad.

CONTENTS

			Page
1.	Administration, Organization and Financing of Education	...	1
2.	Adult Education	...	4
3.	Art Education	...	4
4.	Childhood Education	...	5
5.	Curriculum	...	5
6.	Development of Education	...	6
7.	Education Goals	...	9
8.	Education Planning	...	11
9.	Education Reforms	...	13
10.	Elementary and Secondary Education	...	14
11.	Examinations	...	17
12.	Extra Curricular Activities	...	19
13.	Higher Education	...	19
14.	Islamic Education	...	21
15.	Languages, Teaching of	...	22
16.	Libraries	...	22
17.	Literacy	...	24

Continued on page ii.

CONTENTS (Continued)

			Page
18.	Philosophy of Education	...	25
19.	Professional Education	...	27
20.	Psychology	...	28
21.	Socialogy	...	30
22.	Students' Problems	...	30
23.	Teacher Education	...	31
24.	Teachers	...	32
25.	Teaching Methods and Media	...	35
26.	Technical Education	...	35
27.	Women's Education	...	36
28.	General	...	37
29.	Textbooks (Special Section)	...	42
30.	Writers' Index	...	52

-----oOo-----

ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. ADIL, Shahid. Ta'aleemi Idaron Kay Sarbrahi Nizaam Mein Inqilabi Tabdeelian (Revolutionary Changes in the Principalship of Schools) --- Mamawaat (Lahore) May 4, 1973 (U).

The government has announced the other day that the Principal in every college will be appointed from among the senior teachers, with the avowed object of ridding the institutions from all evils. If the scheme is implemented honestly, the education department will get rid of many evils. This step will be very helpful in improving the system of examinations. The easy and practical way to implement this decision is to appoint one after the other senior teachers of all colleges who constitute "College Council," the Principal of these colleges. This will not only make the "College Council" a living body, but will also break the monopoly of one man over the institution and minimize the chance of embezelment of Union funds. This scheme is already in force at university level and should be extended to college level as early as possible.

2. AHMED, Jamiluddin. Private Iskoolon Ka Amla (Staff of Private Schools) --- Nawai Waqt (Lahore) April 7, 1973 (U).

One of the most important objects of the nationalization of private schools was to curb the exploitation of teachers by private owners of institutions. But after the introduction of education reforms last year, the Administrators of Private Schools sent the Education Authorities the names of those teachers for the posts of Head Masters and Head Mistresses who happened to be their relatives or friends. While recommending these names the qualifications and experience of the candidates were never taken into consideration.

The government should insure that only qualified and experienced teachers are appointed as Head Masters and Head Mistresses.

3. Central Bureau of Education. Administrative Set Up of the Education Division, Government of Pakistan - 1971 --- Islamabad, Bureau of Education. 1971.

The publication presents the administrative set up of the Education Ministry, Government of Pakistan.

The information is provided through the help of charts which are arranged under the headings: 1) functions of the education division; 2) education division; 3) organization chart of

education division (secretariat); 4) organization chart of the attached departments under the education division; 5) organization chart of the subordinate offices under the education division; 6) organization chart of the education offices abroad under the education division; 7) chart of the autonomous organizations under the education division; and 8) functional chart of the education division.

4. Central Bureau of Education. Expenditure --- In: Educational Statistics for Pakistan 1965-66, 81-93. Islamabad, Central Bureau of Education. September, 1971.

This statistical report compiled by the Central Bureau of Education covers the expenditure on education in Pakistan.

In the chapter there are 4 tables showing: 1) summary statistics of expenditure on education by locality, level and kind of institutions; 2) expenditure on education by locality, kind, level and sex of institutions; 3) direct expenditure on arts and science colleges, high, middle/junior high and primary schools by management and sex; and 4) actual expenditure on education by the Central Ministry of Education by level, kind and institutions and other items.

5. KHAN, Mustafa Iqbal. Admission Problem --- The Sun (Karachi) June 27, 1973.

This year also hundreds of parents are facing the most distressing problem of getting their children admitted to some good schools. They are running from one school to another in search of a seat for their wards, but everywhere they are told that admission has closed. There are very few good schools in Karachi, and in view of the phenomenal increase in recent years in the school-going population there is a great pressure on these few good schools. In order to alleviate the hardship of the parents, the Education Department, Government of Sind, is requested to introduce second shift in all schools that are at present working one shift.

6. MINHAS, Waheed. Ta'aleemi Idaron Mein (In Educational Institutions) --- Imroz (Lahore) April 20, 1973 (U).

As the academic session of schools has closed some new problems have cropped up both for the students and their parents. The

most important is the problem of admission to the next higher class. The number of seats is limited in schools. The reason given for the paucity of seats is that prior to nationalization students used to be admitted on commercial considerations. Now the present administration is not prepared to admit a single student beyond the fixed number. So, what is needed now is to increase the number of schools and provide admissions to as many students as is physically possible.

Problem number two is the non-availability of books from class I to class VI. The result is that both the students and the teachers do not know what lies in the future for them. This has created resentment among the student population.

7. TAFAZZUL, Anis. Kalijon Mein Asateza Ki Kami (Dearth of Teachers in Colleges) --- Akhbar-e-Khawateen (Karachi) June 9-15, 1973 (U).

There is not a single college in Karachi with a full complement of staff. The reason for the sudden fall in the number of teachers immediately after the nationalization of colleges are not far to seek. As a rule private colleges never had the full strength of teachers on their pay rolls. Some of the private colleges were run only with the help of part-time teachers.

Although the attention of the government has been drawn to this almost universal shortage of teaching staff in colleges, the situation has changed very little. There are many educated people in our country who are prepared to take up this respectable profession. This is evident from the heaps of applications lying in the education department. It is, however, hoped that with other educational problems, the question of the shortage of teaching staff also will be taken up seriously by the education department.

8. ZUBAIR, M.H. Schools Under K.M.C. --- Morning News (Karachi) May 24, 1973.

The teachers of nationalized schools placed under the administration of the Karachi Municipal Corporation are facing an anomalous situation. They read the notifications of the Director of School Education in the newspapers or hear over the Radio that the arears of salaries of the teachers of nationalized schools due to them since March, 1972 will be paid to them soon. They

also read that the government is paying compensation dues to the old retired teachers of such schools. But when the Director of School Education is approached by these teachers, they are told that the Director has said nothing about the teachers working under the K.M.C. The teachers of all the schools should be given the same treatment strictly in accordance with the government policy. It is hoped that the authorities concerned will not permit any discrimination against the primary school teachers.

ADULT EDUCATION

9. KALIM, M. Siddiq. Adult Education --- Pakistan Times (Lahore) June 24, 1973.

Our new education policy stresses the need for adult education program. School buildings and other convenient premises can be used in the afternoons and evenings to impart instruction to adults. Similarly, school teachers can be paid some honorarium for teaching in these centers. But it is very important to train the teachers who are willing to do this work. Textbooks for the adults have also to be especially prepared by thos who know the subject and are prepared to undertake the work. Though elementary, these books should be particularly related to the life around us and should have a pronounced practical bias. Class teaching should be supported by relevant audio-visual aids. Apart from illustrations of lessons, these aids should include interesting educational and documentary films bearing on contemporary issues and problems. A syllabus for adult education may be spread over a year or so and should aim at briefly covering the five-year elementary education for children. It may comprise languages, elementary Maths, and History and Geography.

ART EDUCATION

10. KALIM, M. Siddiq. Art and Education --- Pakistan Times (Lahore) April 15, 1973.

The teachers of the arts not only want to train their students professionally so that they can later make a living in one way or another, but also open up the world for them in order to introduce them to good and evil, and to the whole world of ideas and approaches to contemporary reality. They also simultaneously

open the gates of the world of beauty and wonder of their wards, so that the latter grow up as better and more cultivated human beings. All these students, of course, will not become creative artists but there are a lot many happy positions and stages between that of really creative artists and those who follow artistic professions. And even otherwise, it is a joy as well as a great education to be able to practise an art as a hobby. It is also said that teachers may kill a talent or a genius, but more often than not they sharpen and polish it. Some teachers themselves may be creative artists.

CHILDHOOD EDUCATION

11. TASEER (Mrs.) C. Education - A Continuing Process --- Morning News (Karachi) May 27, 1973.

The object of the Montessori and other pre-primary nursery school systems is education through play. The age group covered is 2½ - 4½ year. This is the age when the child is admitted to a nursery school where he is trained in developing his senses. Children with the advantage of this training, when admitted to primary stage, are able to go into the third or fourth class instead of the first. Now that the government has taken over the responsibility of education from primary level upward, it is suggested that official encouragement to voluntary agencies of pre-primary education at Mohalla level, so that small children may participate in the program. It seems that with the new official direction in thinking on how to build up our nation as a whole, we must recognize the importance of the system of pre-primary education in producing a nation of disciplined children, whose senses have been trained in the ways of healthy living and learning.

CURRICULUM

12. BRELVI, Shafiq Band. Naya Primary Ta'leemi Nisab (New Primary Curriculum) --- Akhbar-e-Jehan (Karachi) April 4, 1973 (U).

For the last four five years, efforts have been made to make the process of learning easy, particularly for primary pupils. With this end in view, some changes have been brought about in the curriculum. It is unfortunate that the number of books has

been doubled. The result is that the pupils have lost interest in books, because their immatured minds are not prepared to bear this load. Moreover some pieces of prose and poetry included in the curriculum have no utility or interest for the pupils. The Education Department should look into the matter.

13. HAFIZ (Mrs.) Munawwer. Qabil-e-Amal Ta'aleemi Nisab Ki Zarurat (Need for a Practical Curriculum) --- In: Nisabi Kutub - A'ara-o-Afkar, 46-51. Lahore, Punjab Text Book Board. 1973 (U).

The number of educated people is increasing, but this increase does not contribute anything to the development of the country. The main reason for this is the present curriculum which is outdated, unpractical, and useless. It hampers the overall development of the personality of the child. What it offers is mere facts and farmulas to the students only to enable him to pass the examination and get a degree and a job after it. Mere passing of examination and securing of employment are the ultimate ideal of the present day education. This trend has to be changed. Education should embody the higher values of life, and the curriculum should make the student spiritually and materially satisfied and strong.

Some suggestions have been put forward for improving the present curriculum and bringing it more in line with the practical necessities of life.

DEVELOPMENT OF EDUCATION

14. Central Bureau of Education. Development of Education in Pakistan 1971 --- Islamabad, Central Bureau of Education. 35p. September, 1971.

This is the report of the development of education in Pakistan presented in the XXXIII session of International Conference on Education held in Geneva, 15-23 September, 1971.

The report is presented under the headings: 1) early efforts after independence (1947-55); 2) the First Five Year Plan (1955-60); 3) the Second Five Year Plan (1960-65); 4) the Third Five Year Plan (1965-70); 5) the New Education Policy (1970); 6) physical targets of the New Education Policy - the Fourth Five Year Plan (1970-75); 7) use of educational technology

8) status and training of teachers; 9) education research. In the end a summary of the progress is provided and in annexes various graphs, tables and charts are included.

15. Central Bureau of Education. Institutions --- In: Educational Statistics for Pakistan 1965-66, 9-23. Islamabad, Central Bureau of Education. September, 1971.

This statistical report compiled by the Central Bureau of Education deals with all types of educational institutions in Pakistan.

In the chapter there are 11 tables showing: 1) summary statistics of educational institutions by locality, level and kind; 2) universities by locality and kind; 3) arts and science colleges by level and management; 4) professional colleges by kind and management; 5) high schools by locality, management and sex; 6) middle/junior high schools by locality, management and sex; 7) primary school by locality, management and sex; 8) secondary vocational institutions by locality, management and sex; 9) madrassahs and other schools by management; 10) institutions for adults and special education by management; and 11) English medium/European type institution by management.

16. Central Bureau of Education. Enrollments --- In: Educational Statistics for Pakistan 1965-66, 25-51. Islamabad, Central Bureau of Education. September, 1971.

The statistical report compiled by the Central Bureau of Education covers the enrollment situation in Pakistan.

There are 17 tables in the chapter showing: 1) summary statistics of enrollments in educational institutions by locality, level and kind; 2) enrollment in universities by locality, kind and sex; 3) enrollment in arts and science colleges by locality, level and management; 4) enrollment in colleges for boys and girls by level and kind; 5) enrollment in arts and science colleges by stage and grade; 6) enrollment in arts and science colleges by stage, grade and group study; 7) enrollment in arts and science by level of college, grade and group of study; 8) enrollment in professional colleges by kind and management; 9) enrollment in high schools by management; 10) enrollment in junior high/ middle schools by management; 11) enrollment in primary schools by management; 12) actual sex-wise enrollments in primary and

secondary schools; 13) enrollment in primary and secondary schools by sex, grade and stage; 14) enrollment in secondary (vocational) institutions by kind, management and sex; 15) enrollment in madrassahs and other schools by kind and management; 16) enrollment in schools for adults and schools of special education by kind and management; and 17) enrollment in European type/English medium institutions by locality, level and sex.

17. Central Bureau of Education. General Summary --- In: Educational Statistics for Pakistan 1965-66, 1-5. Islamabad, Central Bureau of Education. September, 1971.

This statistical report compiled by the Central Bureau of Education presents educational facts and figures for the year 1965-66 for the whole of Pakistan.

There are 3 tables in the chapter showing: 1) educational institutions, enrollments, teachers and expenditure in the whole of Pakistan; 2) educational institutions, enrollments, teachers and expenditure in East Pakistan; and 3) educational institutions, enrollments, teachers and expenditure in West Pakistan. The overall picture shows an increase of 1224 educational institutions in the country, an increase of 538913 students in enrollments and an increase of 5788 teachers, where as the expenditure has gone down by 9.90 million rupees as compared to the statistics of 1964-65.

18. KAZI, M.A. Progress of Education in Sind --- The Sun (Karachi) June 3, 1973.

SECONDARY EDUCATION: The New Education Policy envisages a massive shift towards scientific and technical education. Ours being essentially an agricultural country, it would be in the fitness of things if the secondary school curriculum is Agro-Technical in character. It has been decided to provide self-contained small workshops and qualified technical teachers to every secondary school.

HIGHER EDUCATION: In order to give individual attention to Higher Education in Sind, the two Directorates of Education have been split up into two full-fledged Directorates of College Education, one for Hyderabad and the other for Karachi region. In order to appease the student community and to create an atmosphere of trust in university campuses, a new University Act has been passed

giving full financial and administrative autonomy to the universities and providing for adequate participation of students, teachers, and educationists in the affairs of the universities.

Technical Education has now emerged as a separate sector of education, catering to the needs of the youths for industrial, vocational, and commercial education. This shift from general education to a more purposeful vocational and technical education aims at greater utilization of human resources.

EDUCATION GOALS

19. HAIDER, Syed Ale. Ta'aleemi Aqdaar-o-Maqasid (Aims and Values of Education) --- In: Falsafae Ta'aleem, 85-107. Karachi, Qamar Kitab Ghar. 1973 (U).

The first duty of a teacher is to determine the aims of education, as education without aims has no meaning. Modern thinkers do not determine the aims of education because its aims change with the needs of the time. However, the aims of education are often determined by the individual philosophies. Since education determines the life of man as a social units the aims of education depend on the philosophy of life. This philosophy of life may differ from place to place and from society to society.

The subject is discussed in detail under the headings: 1) social aims of education; 2) individual aims of education; 3) balance between the individual and social aims of education; 4) some recognized aims; and 5) proximate aims of education. "Pakistan and aims of education" is discussed separately under the headings: 1) aims of primary education; 2) aims of secondary education; and 3) epistemological basis of curriculum.

20. HUSSAIN, Syed Zahid. Nizam-e-Ta'aleem Nae A'een Ki Roshni Mein (Education System in the Light of New Constitution) --- Jang (Karachi) June 5, 1973 (U).

No education is better than that which is devised and imparted according to the needs and capabilities of the individual. Since this is impossible, we may work out a

compromise curriculum, bearing in mind the following points: 1) First and foremost we should impress upon the students that there is one whom we call God and that he should never be forgotten. 2) We should arrange to have an assembly of all the students for ten or fifteen minutes daily in the morning for the recitation of a few verses of the Holy Quran with its translation into Urdu or in the regional languages. 3) Theology should be made compulsory in all schools. 4) Efforts should be made to keep the students informed of the great achievements of our predecessors. If these few suggestions are translated into action, it is hoped our students will not look toward ideologies other than our own.

21. IQBAL, Shaheen. Jadeed Aur Taraqqi Yafta Khutut Per Murattab Shuda Nizam-e-Ta'aleem (Education System Prepared on Modern and Progressive Lines) --- Hurriyat (Karachi) February 8, 1973 (U).

There can be no civilized society without educated people. Even social and economic progress remains a dream without a good measure of education. We are conscious of this reality, and serious steps are now being taken to wipe out illiteracy from the country. New schools are being opened, and education is now free up to middle classes. However, these steps are not sufficient in themselves. We should bring about some basic changes in the entire educational setup and make our education useful for our needs and requirements in the modern age. The various defects in the present educational set-up are briefly pointed out.

It is suggested that Pakistan should emulate West Germany which after suffering a crushing defeat in the Second World War, soon recovered thanks to the talent of its educated youth. The system of education in Germany has economic bias and is subject to changes from time to time as required by the changing needs and requirements.

22. NAQI, Zuhra. Ta'aleem-o-Tadrees (Education and Teaching) --- Imroz (Lahore) February 4, 1973 (U).

We are still following the British system of education we inherited at the time of independence. The developed nations have completely changed their education system to suit to their economic needs and national requirements. We want to create a new economic order in the country, but this is possible

only by changing the present educational system in a radical way. The main purpose of education is to prepare the child for the comming life. School is in fact the practical workshop of life and not a place to learn a few theories and formulas only.

Some practical aspects of education are discussed in detail. It is pointed out that manual work is the key of progress, and education should prepare students for this work. Dignity of labor is the essence of modern conception of equality which we should instil into the minds of our students.

EDUCATION PLANNING

23. JABIR, Rafiq. Jobs for Educated Unemployed --- Morning News (Karachi) April 20, 1973.

Welcome indeed is the government's decision to launch a five-stage program from this month to increase job opportunities for the educated unemployed in the country. Recent studies have revealed that a substantial number of polytechnic diploma holders, technical training center certificate holders, agricultural graduates, M.A's in Economics and Commerce, M.Sc's in natural Science, and M.Sc's in applied science are going unemployed in the country. Besides, there is a large number of unemployed persons having general education. Such massive unemployment among the educated youth has naturally become a serious source of social tensions.

The education reforms are a significant step toward adaptation of the education system to the manpower requirements of the economy. But the large number of unemployed engineers and other skilled persons belies the myth of shortage of trained manpower. The creation of additional job opportunities for both skilled and unskilled workers should be a major aim of the government's overall social policies.

24. JAVED, Khursheed. Nizam-e-Ta'aleem Aur Hamari Zarurat (Education System and Our Requirements) --- Hurriyat (Karachi) April 20, 1973 (U).

There is no denying the fact that only a small section of the people wants the teaching of English language to continue as

usual in the country. The system of education we inherited from the English rule does not fulfil our requirements. It is this system which has corrupted our moral and cultural values. The result is obvious. The students and the teachers clash with each other on trifle matter.

Another defect inherent in this system is the defective method of examination, under which the students are judged not by their merit but by their power of memorization. While valuing the examination papers, the examiners see whether the examinees have learnt the lessons by heart. They do not bother whether the students have understood the subject. This practice enrourages the students to rely only on guess papers. If we want our students not to memorize their lessons but get through the examinations honestly, we should change the present system of education.

25. JEHAN, Sultan. Nizam-e-Ta'aleem (Education System) --- Mashriq (Karachi) April 4, 1973 (U).

It is because of the inherent defects in the system of education that our youths have lost direction. If no immediate steps are taken to correct this situation, the results would be disastrous. The system prevalent in our schools does not take into account the aptitude of the students. This is the reason why some children do not take education seriously and fail in their examinations. What is needed now is to devise some means of finding out the suitable type of education for each student. He should not be forced to take up subjects for which he has no liking.

The teacher should present himself as model for the students. At early stages a child tries to copy anything he comes across, whether good or bad. A teacher, therefore, has a great responsibility in moulding the future of his ward. He should teach him with love and patience. Moreover, the success of any system of education depends on his honesty to his profession.

EDUCATION REFORMS

26. DESOUZA, D'arcy. Nationalized Education --- Dawn (Karachi) May 7, 1973.

With the dust of nationalization of education gradually settling down, misgivings have begun to arise in the minds of students, parents, teachers, and administrators. These disappointments are of two kinds: a) A disappointment that arises from comparing the educational conditions obtaining before, and immediately after, the takeover. b) A disappointment that arises from examining the takeover in the light of our national goals.

The first variety may be termed "short-term disappointment", which should end once the loose threads are picked up and knotted in the right places. The second variety constitutes a long-term danger that calls for calm and dispassionate analysis.

In the historic takeover, the government has converted every institutional Tom, Dick, and Harry a salaried government servant. This has had two consequences: 1) On the negative side it has automatically cut out of circulation a significant number of citizens active in the field of educational development. 2) Positively, it has handed over the educational fate of a young nation to the slow and ponderous grip of an antiquated bureaucracy. Nationalization of education in the positive sense should not be taken by a People's Government to mean the ignoring, displacement, or stifling of the existing force.

27. HAMESH, Ahmed. Ta'aleemi Policy, Asateza Aur Tulaba (Education Policy, Teachers and Students) --- Mashriq (Karachi) June 4, 1973 (U).

The teacher community has stood to gain much from the nationalization of educational institutions. Their career is now secure and their pay-scales as fixed by the government are attractive. Under the old scheme of things they did not receive their salary regularly, and their services were insecure. The teaching conditions were bad, and each classroom was overcrowded.

Now the situation has changed completely. But there is a section of teachers who do not appear to be happy with the

nationalization process, mainly because their own interests have been adversely affected. They are now saying that as the teachers now feel secure in their service, they do not care to bother about teaching the students or doing justice to their profession. But the facts are otherwise.

28. KALIM, M. Siddiq. Education Policy --- Pakistan Times (Lahore) April 1, 1973.

The earlier enthusiasm of the administration over the implementation of the Education Policy seems to have cooled down, and their decisions have again become capricious and changeable to suit the convenience of this group or that. For example, the administration had announced that teachers of nationalized colleges, who possessed first and second division degrees, would be placed in a higher grade then of those with third division degrees. This was entirely in keeping with the President's promise while announcing the educational reforms. Since first, second and third division degree holders have now been brought at par in terms of salary, grades, confirmation, and promotion, there is no longer any inducement for third divisioners to improve their qualifications and no incentive for first and second divisioners to go in for higher studies. The West Pakistan College Teachers Association should have kept teaching standards in view before pressuring the bureaucrats to accept its uniform cadres.

ELEMENTARY AND SECONDARY EDUCATION

29. ABBASI, Tabish Qadeer. Primary Nizam-e-Ta'aleem Mein Tubdeeli Ki Zarurat (Need for Change in Primary Education System) --- Hurriyat (Karachi) May 14, 1973 (U).

The adoption of unfair means in examinations has become a common practice. An overwhelming majority of students wants to pass the examinations by hook or by crook, because all they need for employment is a degree or certificate. The blame also lies on many teachers who encourage the students to memorize their lessons. The result is that students not only memorize their lessons, but also have no scruples about adopting other unfair means in the examination halls. Unless these practices are checked at an early stage in primary schools, the standard will continue to fall. This problem needs urgent attention of the government, the Education Department, and parents.

30. ALI, Mahmood. Secondary School Studies - An Analysis of the Scheme --- Pakistan Times (Lahore) May 20, 1973.

The proposed scheme of studies for the Secondary School Certificate Examination consists of four components. The first component comprises Urdu and English with a maximum of six periods per week and Pakistan Studies and Islamiyat with three periods per week. Component 11 of the scheme consists of two groups of four subjects each. All the subjects in the Science Group, viz., Maths., Physics, Chemistry, and Biology are fixed. The General Group has two fixed subjects i.e. General Maths and General Science, and two elective subjects to be chosen from what is called the 'Y' list. The time allocation for both groups is four periods per week for each subject.

The third component of the scheme is aimed at integrating agro-technical education with general education in order to make total education purposeful and productive. Under this component, every student is required to select one vocational skill from any of the vocational fields, such as Agriculture, Commerce, Industry, General, Home Economics, etc., mentioned in what is called the 'Z' list. The fourth and last component includes non-examination exercise, such as physical culture and manual work. Manual work has been allocated 72 hours during the two academic years preceding the examination.

31. KALIM, M. Siddiq. Proposed Scheme of Studies for Secondary Exam --- Pakistan Times (Lahore) May 6, 1973.

A cursory look at the list of four components reveals that the scheme is ambitious and overlong, and obviously facilities for the teaching of all these subjects cannot be provided in all schools. Take the first category 'General' which lists four subjects: Education, Health and Physical Education, Calligraphy, and Photography. Here there is no provision for the teaching of the art of education, We may continue with the present 'PTC' for the Matriculates if they want to take up teaching as a career. Health and Physical Education undoubtedly is a useful subject which could be taught to them. But there must also be an Art Group under which we could have Calligraphy, Painting, Drawing, Music, and even Photography. We should limit the number of subjects under each broad category. Some of these subjects are also above the secondary level,

for example, 'Import and Export Procedures', Market Surveying', 'Common Crops', 'Soil and Fertilizers and their Relationship and Principle of Farm Household Management'. This scheme does not include the teaching of History and Geography as compulsory subjects the importance of which cannot be ignored.

32. KHAN, Ashfaq Ali. Secondary School Studies --- Pakistan Times (Lahore) May 27, 1973.

The authorities concerned with the reconstitution of teaching at the secondary school stage, should examine the teachers' training program more realistically. The components of basic school education in terms of real goal are: 1) Skills with sound and symbols of human communication, i.e., reading, writing and speaking. 2) Numerals and the laws of the world of matter, i.e., Maths, Science. 3) Human relationships, i.e., a) Religion. b) Manners and morals, c) Group loyalty. 4) Exercise of imagination i.e., narration, romance. 5) Artistic sense, i.e. Caligraphy, painting, singing. 6) Care of physical being, i.e., cleanliness, games. 7) Manual work i.e., use of tools.

The quality of textbooks is of great importance. If a class is reading an imaginative and artistically satisfying lesson, their mental discipline, happiness, learning, imagination, all will improve. Before technological education can be imparted, a certain amount of preparation of the child's mind to deal with reality has to be made. Thus preparation begins at the Elementary Stage and continues into the Secondary Stage.

33. SHAH, Syed Manzoor Alam and ASIF, Mohammed. Directory for High Schools in Punjab - Lahore Region --- Lahore, Bureau of Education. 48p. October, 1972.

The present directory of high schools contains information about secondary schools in the Lahore region. The region is divided into 3 divisions, namely, Bahawalpur, Lahore, and Multan. The data have been classified under male and female institutions and arranged by division, district, and tehsil.

The overall picture shows that in the Bahawalpur division there are 65 boys, secondary schools and 13 girls, secondary

schools. In Lahore Division the number of boys'secondary schools is 256, where the number of girls'secondary schools is 116. In the Multan Division there are 190 boys' secondary schools and 42 girls'secondary schools. The directory is divided into three sections, and each section provides addresses in each division.

34. SHAH, Syed Manzoor Alam and ASIF, Mohammed. Directory of High Schools in Punjab-Rawalpindi Region --- Lahore, Bureau of Education. 38p. November, 1972.

At present the directory of high schools in the Punjab is prepared at regional level. It contains information about secondary schools in the two educational divisions of the Rawalpindi Region, viz., Rawalpindi and Sargodha. The data have been classified under male and female institutions and arranged by division, districts and tehsil.

The overall picture shows that in Rawalpindi Division there are 221 boys' secondary schools and 70 girls' secondary schools. In Sargodha Division there are 187 boys' secondary schools and 43 girls' secondary schools. The first section of the directory provides addresses of the secondary schools in the Rawalpindi Division, and the second section provides the relevant information about the Sargodha Division.

EXAMINATIONS

35. Central Bureau of Education. Higher Secondary and Secondary School Certificate Examination Results 1968 --- Islamabad, Central Bureau of Education. 25p. 1971.

This statistical report compiled by the Central Bureau of Education gives the details of the Higher Secondary and Secondary School Certificate Examination Results of 1968.

The data presented in the bulletin includes the number and sex of candidates who applied for, and appeared at, various Higher Secondary Certificate and Secondary School Certificate Examinations conducted by various Boards in 1968. The first and the tenth table give an all Pakistan picture of the two examinations, and other tables contain separate information about Board. The last table of the bulletin also gives similar statistics about the results of Oriental Languages Examinations conducted by the Boards in West Pakistan.

36. JAMIL, Mohammed. Imtehanaat Ka Iltewa (Postponment of Examinations) --- Nawai Waqt (Lahore) June 29, 1973 (U).

There are many reasons for the unrest among the students, but the most important one is the negative attitude of the authorities as shown by the repeated postponement of examinations. This habit of the powers that be adversely affects the future of the student community, especially of those students who are exceptionally intelligent and want to sit for competitive examinations.

This is not the first time that examinations have been postponed. The question is which month is most suitable for examinations. Unfortunately, for the last ten years, examinations had been held without any planning. What is needed now is to fix the dates of examinations that would suit the seasonal conditions of the region. February, March, and April are the ideal months for examination. All examinations can be held confortably during the three months.

37. NADEEM, Nayyar. Halshuda Parchajaat Aur Meaar-e-Ta'aleem (Solved Papers and Education Standard) --- Hurriyat (Karachi) April 3, 1973 (U).

To produce bumper crop of degree holders every year is not the only responsibility of the educational institutions. The most important thing is to see whether the students who have been declared successful in the examinations prove useful to the nation and the country. Study does not consist in cramming a few syllabus books and getting through the examinations. We have to see how far they have succeeded in moulding their lives according to the teaching. There is no denying the fact that the standard of education has over the years deteriorated considerably. The reason for this is not far to seek. Solved and guess papers are playing havoc with education in schools, colleges, and universities. In order to raise the standard of education we have to start a movement against these short cuts to success. It is the duty of the teachers, the parents, the journalists, and the government to put a ban on the publication of solved and guess papers.

EXTRA-CURRICULAR ACTIVITIES

38. KALIM, M. Siddiq. Education and Literature --- Pakistan Times (Lahore) April 8, 1973.

At the school stage, young boys and girls are given opportunities to enact short scenes and skits. This enables them not only to identify themselves with other characters through a process of sympathy, but also to get outside of themselves. It is a good training to pull them out of the narcissistic stage in a subtle and unobtrusive manner. This is also a training in cooperative activity which puts demands on their resourcefulness, ability for social adjustments, group feelings, and imagination. It also trains them in linguistics, pronunciation and accent, and discourse and dramatic acting. Through drama, songs and stories, we can at the very outset of their basic education, inculcate in them nationalism and patriotism. At a formal level, the teaching of language is usually combined with teaching of simple literature. Moreover, most of the objectives are also achieved through the teaching of stories, poems, songs, and various prose pieces or extracts from relevant books on various subjects.

HIGHER EDUCATION

39. RASHEED, Athar. Place of Philosophy in University Education --- The Pakistan Philosophical Journal (Lahore) Vol. XI(2): 37-52. January-June 1973.

Philosophy now-a-days seems to be losing ground in the universities. The writer briefly reviews some of the most important factors responsible for the general decline in philosophical studies. Philosophy enjoyed a very high status in the institutions of higher learning in the past. But in the course of time various social, political, cultural and economical factors changed the pattern of human life and diverted the attention of the people from philosophy. The advances in

natural sciences dealt a death blow to the pursuit of philosophy. This point has been dealt with in some detail, affected the role of philosophy.

The general indifference to philosophy not only penerated into the universities, but also degraded the position of philosophy in the institutions of higher learning. Thus affecting the very nature and character of university education. The position of philosophy in Pakistan is briefly examined, and the question is discussed how philosophy could be properly reintroduced at the university level.

40. HAIDER, Massod. For Qualitative Change in Education --- Morning News (Karachi) June 7, 1973.

In Karachi there are 55 degree and intermediate colleges in which some 1,500 teachers are employed to teach about 60,000 students. Obviously the problems, both academic and administrative are acute. It is not possible for the university authorities to pay enough attention to the problems which arise in these institutions. To eliminate the confusion arising from triple control, an Affiliating University is needed in the city. Such a university would be able to take good care of the problems of degree colleges. An Affiliating University can keep a watchful eye on the functioning of local colleges. Educationists are of the opinion that if the government agrees to set up an Affiliating University in the city, many problems besetting the colleges and the University of Karachi can be solved.

41. MINHAS, Waheed. University Aur People Works Program (University and People Works Program) --- Imroz (Lahore) April 10, 1973 (U).

Majority of our students are facing problems that are highly alarming. They do not get employment after obtaining even the highest academic qualifications in the country and lose faith in their future. On the other hand, not a few persons who have not been to any educational institutions are enjoying all the amenities of life.

The students also feel that whatever they have achieved has no value in practical life. This naturally creates unrest among the students.

It is heartening to see that People's Works Program has been started this year in the university to provide employment to the students while they are studying. It is estimated that under this program about thirty projects would be started in the university and its attached institutions. The year has been divided into four sessions of three months each, and about three hundred students will be admitted in one session. During this period, the students will be paid for their work. Thus, employment will be available to at least twelve hundred students in one year.

ISLAMIC EDUCATION

42. HAIDER, Syed Ale. Islami Ma'ashra Aur Ta'aleem (Islamic Social Order and Education) --- In: Falsafae Ta'aleem, 165-182. Karachi, Qamar Kitab Ghar. 1973 (U).

Islamic principles are the basis of educational system in an Islamic society. According to Islam man is the deputy of God in this world, and so he should have godly qualities as taught by Islam. Islam is a way of life in which man follows a middlecourse, neither renouncing the world altogether nor becoming only worldly engrossed in worldly pleasures to the neglect of moral and social virtues.

The subject is discussed in detail under the headings: 1) characteristics of Islamic society; 2) Islam and the world religions; 3) internationalism and Islam; 4) science and Islam; 5) Islamic ideology of education; and 6) Islam and educational system in Pakistan.

43. MEER, Mohammed Iqbal. Iskoolon Aur Kalijom Mein Quran-e-Hakim Ki Ta'aleem (Teaching of Holy Quran in Schools and Colleges) --- Mashriq (Karachi) June 21, 1973 (U).

It is unfortunate that the youth of today are not fully conversant with the teachings of the Holy Quran. This ignorance has corroded the morals of the student community and its attitude toward life. Unless they are weaved from this ignorance and taught religious values from the beginning, they will be led astray by all sorts of evil influences.

Below are some suggestions for enlightening their minds and broadening their outlook: 1) The teaching of Holy Quran should be made compulsory during the four years of primary education. The teaching of Holy Quran should be completed within these four years, so that they are able to recite it correctly. 2) When the students are promoted to Middle and High School, they should be taught to read the Holy Quran with translation in their mother tongue. 3) A separate department of Islamiat should be opened in colleges and universities, where further religious teaching should be imparted to the students.

LANGUAGES, TEACHING OF

44. KALIM, M. Siddiq. Dependence on English to Continue --- Pakistan Times (Lahore) May 20, 1973.

The New Education Policy recognizes the social and psychological value of teaching the young children in their own language. Primary education, for example, may be done in the mother tongue, because it will release the creativity and the inventiveness of the child.

Beyond this stage education should be imparted in the national language. This would create a linguistic oneness and emotional homogeneity among all the people. Urdu is the language in point which was recognized even by the All India Congress as the lingua franca of the whole Indo-Pak Subcontinent.

English should continue to be taught as a compulsory language, say, from class VI to class XII. It will give a good grounding to our students for higher studies. We have to stress this aspect of the English language on our students. The view that English is a legacy of the colonial days is no longer correct, because many advanced nations of the world have adopted English for international contacts and modern knowledge.

LIBRARIES

45. AKHTAR, Mohammed Sulaiman. Hamari Librarian (Our Libraries) --- Mashriq (Karachi) June 13, 1973 (U).

Library plays an important part in widening the mental horizon of a community. It is unfortunate that conditions have never been conducive for the growth and development of libraries in Pakistan. The few libraries that we have are not maintained properly. What is needed is to pay more care and attention to the development of libraries and to motivate the people to make full use of them.

Attention should also be paid to the staff of the libraries. The library staff is generally untrained and so incapable of running the libraries on sound modern lines. Such staff should be replaced by trained hands, who should be given attractive scales of pay together with other facilities. Steps should be taken to improve school and college libraries which are the victims of utter neglect. Now that the educational institutions have been nationalized, the government should pay special attention to this important field of education.

46. HANIF, Shaikh M. The Urgent Need for More Libraries --- Morning News (Karachi) May 6, 1973.

The basic survey of public libraries has not been conducted as yet, but according to WHO's WHO in Librarianship in Pakistan, there are 99 public libraries in West Pakistan, though there is no qualitative survey of public libraries, but casual observations suggest that libraries in general are in bad condition. Some of them have been housed in clumsy and dirty old buildings with unhealthy and suffocating atmosphere. Some of the Municipal, Divisional, District and Private Public Libraries have their own buildings though poorly maintained.

Our public librarians are low paid and not always qualified. There is no promotion or any other departmental incentive for them. Public libraries cannot be run efficiently by such discontented staff. They should be given opportunities to improve their qualifications and undergo advance training in the modern methods and techniques of library science. There must be a separate cader of public librarians, as otherwise we cannot attract young, talented men in this profession.

47. MIRZA, (Mrs.) S.P. Kitabon Ki Ahmiyat (Importance of Books) --- Imroz (Lahore) April 23, 1973 (U).

Pakistan is one of those countries in the world where the percentage of literacy is the lowest, that is, only 17.4%. The condition of rural areas, where 85 per cent of our population lives, is all the more deplorable. At present the percentage of literacy there is 16.9, whereas in urban areas it is 33.

Books play an important role in eradicating the curse of illiteracy, but in Pakistan the situation is not very happy. Here, students read books only to pass examinations. There are persons who never touch a book other than their textbook.

It is also unfortunate that the condition of libraries in our country is pitiable. There are schools and colleges where libraries do not exist, and where they exist, they are not worth the name. The problem of libraries in rural areas is very acute. What is needed is to set up small as well as mobile libraries covering the neighborhood, so long as we do not create among our illiterate people interest in acquiring education, the percentage of literacy will remain low.

LITERACY

48. USTO, Dur Mohammed. Free and Universal Education --- The Sun (Karachi) June 3, 1973.

To keep the Educational Reforms under constant review and evaluation and to provide the institutional framework for planning, guidance, and research, a high powered Educational Council has been formed which represents a cross-section of the intellectual elite, such as the Members of the Provincial Assembly, prominent citizens interested in education, representatives of teachers, students, and relevant Government Departments and agencies. The function of the Council, as envisaged in the Education Policy, will be to formulate and recommend changes and improvements in the Education Policy and to assess and evaluate overall Educational progress. This Council will have a Standing Committee for various areas of activities and will also be assisted by the District Education and Sub-Divisional Councils.

The modern concept of education and a cross-cultural approach to the development and progress of education presupposes active participation of representative members of the society. It is, therefore, through education and educative experience that a healthy, progressive, and prosperous society can be built up. Our Islamic Republic of Pakistan as a modern State cannot overlook this fact and ideal in the field of Education.

MEDICAL EDUCATION

49. DAWOOD, A. Sattar. Medical College Admission --- Dawn (Karachi) April 28, 1973.

The news that as from the next year the quota system will be abolished and merit will be the only criterion for admission to all medical colleges in Sind has come as a relief to the majority of medical students. However, it appears that in practice the condition of merit is not strictly observed, and somehow boys are given preference to girls. This is evident from the figures relating of admission this year. These figures show that girl students with more than First Division marks have no chance of admission, while boys having just First Division marks succeed in getting the admission. This anomaly should be removed, as it puts the girl students at a disadvantage. A formula ensuring just and equitable distribution of seats between boys and girls must be evolved.

50. QAMAR, Mumtaz. Sind Medical College Seats --- Dawn (Karachi) April 20, 1973.

No seats have been reserved in the newly started Sind Medical College for the girl candidates coming from rural areas. The list of candidates selected for admission to first year M.B.B.S. of Sind Medical College further show that no seats have been provided to female candidates from ten districts of Sind. Only male candidates have been admitted against these seats. The female candidates for rural seats from various districts of Sind have been ignored. In view of the fact that there is a dearth of lady doctors in the rural areas of Sind, the authorities should reallocate seats for female candidates in the rural quota and thus solve the problem of paucity of lady doctors in the rural areas.

51. RIZVI, Shaheen. Medical Collegon Main Talibaat Ka Dakhla (Admission of Women in Medical Colleges) --- Jang (Karachi) April 28, 1973 (U).

The government has recently opened three medical colleges, namely, Bolan Medical College, Quetta; Sind Medical College, Karachi; and Chandca Medical College, Larkana. The opening of these medical colleges has to some extent alleviated the difficulties the students had been facing in the matter of admission. Inspite of this, however, many of the first divisioners, especially the female students who have scored 63% marks, have failed to get admission to these medical colleges, and about fourteen male students, who have secured 59.5% marks are clamouring for admission. According to the new census of Pakistan, the population of women is 50%, but the percentage of their admission has been fixed at 13%.

PHILOSOPHY OF EDUCATION

52. HAIDER, Syed Ale. Falsafae Ta'aleem Kay Chand Nazriyaat (Some Ideas of Philosophy of Education) --- In: Falsafae Ta'aleem, 33-69. Karachi, Qamar Kitab Ghar. 1973 (U).

The philosophy of education is generally divided into four philosophies: 1) philosophy of idealism; 2) philosophy of realism; 3) philosophy of naturalism; and 4) philosophy of pragmatism.

The article explains the philosophy of idealism and the ideas of various thinkers, such as Plato, Hegeil and the eminent scholars of Islam. The philosophy of idealism and its relations with the objectives of education, curriculum, methods of teachings, teachers, and discipline are also discussed. Similarly, the philosophy of realism, the philosophy of naturalism, and the philosophy of pragmatism are discussed in the light of their contribution to the world of education.

53. HAIDER, Syed Ale. Falsafae Ta'aleem Ki Ahmiyat Aur Wus'at (Importance and Scope of Philosophy of Education) --- In: Falsafae Ta'aleem, 15-32. Karachi, Qamar Kitab Ghar. 1973 (U).

The knowledge of philosophy of education has great importance for a teacher for determining the right direction of education. The concept of philosophy is explained, and the meaning of education are discussed. Philosophy of education is no separate branch of knowledge. The problems of philosophy and education are identical. Philosophy guides education and education formulates philosophy.

The scope of philosophy of education is briefly discussed. It is pointed out that there are three branches of knowledge with which philosophy of education is mainly concerned: 1) ethics or the theory of values; 2) theory of knowledge; and 3) metaphysics or the general theory of 'being' or 'reality'. A teacher needs philosophy of education in the making of curriculum, in determining teaching method, and in running educational organization and laying down principles of discipline.

54. HAIDER, Syed Ale. Mazhabi Aur Ikhlaqi Ta'aleem (Religious and Moral Education) --- In: Falsafae Ta'aleem, 150-164. Karachi, Qamar Kitab Ghar. 1973 (U).

Religious and moral education plays an important role in the overall development of an individual. A man without a sense of morals is no more than an animal. Religion basically teaches morality, and since ancient times religious knowledge has remained the corner-stone of all educational schemes.

Religion and ethics are briefly explained and the place of religion in education is discussed. It is shown that the present anarchy in the world is the result of the neglect of religion shown in the present-day educational schemes. It is recommended that religious education should be a compulsory subject in schools. There is also some discussion on secular education with special emphasis on the character building aspect of education.

55. HAIDER, Syed Ale. Muslim Mufakkireen-e-Ta'aleem (Muslim Educational Philosophers) --- In: Falsafae Ta'aleem, 183-208. Karachi, Qamar Kitab Ghar. 1973 (U).

The contribution of Islam in the field of education is immense. In the golden age of Islam we find an unending quest for knowledge throughout the Islamic empire. Islam lays utmost emphasis on the acquisition of knowledge by its followers. The Holy Quran and the sayings of Prophet are full of praise for knowledge. Islamic capitals became the seats of learning and the resort of all great scholars.

Islam produced numerous philosphers some of whom have made singular contribution to the subject of education. In the present article the contributions of al-Ghazali, Ibne-Khuldoon and Allama Iqbal in this field have been discussed in some detail. These three philosphers propounded original principles of education which are accepted even today.

PROFESSIONAL EDUCATION

56. Central Bureau of Education. Educational Statistics of Professional Colleges 1967-68 --- Islamabad, Central Bureau of Education. 48p. August, 1972.

This statistical report compiled by the central Bureau of Education is first of its kind and provides information on the professional education in the country.

There are 11 tables in the pamphelet showing: 1) colleges of professional education by management, level of courses taught and their duration in East Pakistan; 2) colleges of professional education by management, level of courses taught and their duration in West Pakistan; 3) enrollments in colleges of professional education by level of courses, grade and sex in all Pakistan; 4) enrollments in colleges of professional education by level of courses, grade and sex in East Pakistan; 5) enrollments in colleges of professional education by level of courses, grade and sex in West Pakistan; 6) teaching staff by kind of college and status in Pakistan; 7) teaching staff by educational professional qualifications and kind of colleges in Pakistan; 8) number of foreign students by their country of origin and field of study in Pakistan; 9) number of foreign students by country of origin and level of course in Pakistan; 10) enrollments, foreign students, teaching staff and expenditure of individual degree colleges of professional education in East Pakistan; 11) enrollments, foreign students, teaching staff and expenditure of individual degree colleges of professional education in West Pakistan.

57. CHOUDHURY, Bashir Ahmed. Commerce Graudates Aur Barhti Hwi Berozgari (Commerce Graduates and Growing Unemployment) --- Nawai Waqt (Lahore) May 23, 1973 (U).

It is a matter of growing concern that engineers, agricultural experts, and commerce graduates are also facing unemployment. It is, therefore, heartening to see that the government has chalked out a program to provide employment to as many of their experts as possible. But, unfortunately, commerce graduates are not considered as 'technically qualified' by the government. It is all the more unfortunate that even in those departments where commerce graduates should have been given preference to others in the matter of employment, non-technical graduates have been appointed on the strength of recommendations. The government is requested to accept commerce graduates as technically qualified and deserving of preference in the matter of appointments.

PSYCHOLOGY

58. FAROOQI, Ibadullah. Bachchon Ki Zehni Nasho Numa Mein Tawarus Aur Mahol Ka Hissa (Contribution of Heredity and Environment in the Development of Children's Mind) --- Ta'aleem-o-Tadrees (Lahore) 6(3): 27-49. April, 1973 (U).

Children differ from one another both in body and mind. This difference in the mental and tempramental make-up of the individual children is an important factor where teaching is concerned. By nature, some children may be aggressive and active, others may be submissive and inactive, and yet others may be shy and hesitant. Similarly, some children may be introvert and others extrovert. So it is not possible to provide education according to the mental capabilities of each individual group at the same time. It is, of course, possible in this case to give individual attention to each student.

How far a child can learn from, apart from heredity, environment and by training yet remains to be fully understood. The subject is discussed in detail under the headings: 1) meaning of heredity from the point of view of evolutionary theory; 2) transfer of acquired qualities from one generation to the other; and 3) contribution of environment to the development of a child.

59. HAIDER, Syed Ale. Fitrat-e-Insaani Ka Mutalea (Study of Human Nature) --- In: Falsafae Ta'aleem, 70-84. Karachi, Qamar Kitab Ghar. 1973 (U).

The aim of education is the overall development of man. It is, therefore, necessary for the teacher to have full knowledge of human nature. Education is not something to be thrusted on the child from above. It is the development of all of his latent faculties. Thus, a deep knowledge of human nature is the first requisite of a teacher.

The study of human nature has many aspects, and the theories evolved for the study of man and his nature may be classified according to the aspect that they emphasize, for example: 1) the study of man as a physical organism; 2) the study of the working of his mind; 3) parallelism; 4) dualism; and 5) the study of his faculties. These various theories are briefly discussed. The subject is further discussed under the headings 'practical analysis' and 'human nature and education'.

60. HAIDER, Syed Ale. Ta'aleem Mein Azadi-o-Pabandi (Freedom and Authority in Education) --- In: Falsafae Ta'aleem, 108-119. Karachi, Qamar Kitab Ghar. 1973 (U).

Freedom or authority in education is a debatable question. The quantum of freedom a child should enjoy is a matter on which educational thinkers disagree. The idealist school of thought allows some sort of authority, so that the teacher may properly guide the child. On the contrary, the naturalists advocate full freedom to the child. In their opinion, authority hampers the development of a child's abilities. 'Education through freedom' is a very popular slogan of modern education.

The precepts of Rousseau, Kant, and John Dewey relating to the subject of freedom and authority in education have been discussed at some leagth. Some mention has also been made of the old conventional approach of education in the matter of allowing freedom to students.

SOCIOLOGY

61. HAIDER, Syed Ale. Ma'ashra Aur Ta'aleem (Society and Education) --- In: Falsafae Ta'aleem, 120-149. Karachi, Qamar Kitab Ghar. 1973 (U).

Man is a social animal, who cannot live alone. An individual outside society has no existence. Society begins with family and includes neighborhood, village, city, province, state, and eventually the whole world. Development of society means the development of its people and their development in its turn, depends on education. The progress of a society is measured by the educational attainments of its individuals. Education is the basic ingredient of all development in a society.

The subject of society and education is discussed in detail under the headings: 1) society and school; 2) politics and education; 3) state and education; 4) nationalism and education; and 5) internationalism and education.

STUDENTS' PROBLEMS

62. JAVED, Shamim. Naujawanon Mein Bechaini Kay Asbaab (Causes of Unrest Among Youths) --- Hurriyat (Karachi) May 8, 1973 (U).

Some of the problems the students have been facing since the inception of Pakistan are: 1) the growing unemployment among the educated youths; 2) the low standard of education; 3) non-availability of equal opportunities for students belonging to different strata of society; 4) the difference between the living standards of students; 5) the aimlessness of education; 6) love of regional culture among the students; 7) non-availability of equal educational facilities in different provinces of Pakistan; and 8) indifference to the national language as medium of instruction.

It is, however, heartening to see that the present government is seized with these problems and has succeeded in solving some of them. The new education reforms are limited, but realistic. Schools and colleges have been nationalized, free education has been provided upto class VIII, printing of books in short supply has been started, attention is being given to the problems of teachers, book banks have been set up in the universities, and

scholarships and other facilities are being provided to the students. The government is keen to solve all the problems of the students but the problems are too complicated to be solved immediately. Some of the suggestions that can help solve the problems are presented.

TEACHER EDUCATION

63. AHMED, Zahoor. Academy of Teachers, Planners and Administrators --- Pakistan Times (Lahore) June 10, 1973.

The education and training of teachers falls under three heads: 1) personal education, 2) pre-service training, and 3) induction and in-service education and training. The highest priority should be given to the expansion of the third head i.e., of opportunities for continued education and training. The functions of the Academy will be as follows: 1) Pre-service training of secondary school teachers for the Lahore Division. 2) Pre-service training for newly recruited college teachers and educational administrators. 3) In-service training for college teachers and Educational Administrators/Planners. 4) Dissemination of latest knowledge in Education. 5) Preparation of Model standard textbooks for teachers. 6) Organization of research in Education, especially in the fields of a) curriculum, b) administration, c) supervision, d) cost and finance, e) techniques of teaching, and f) evaluation.

64. ALAM, Syed Masood. Nizam-e-Ta'aleem Mein Inqilabi Tabdeeliyun Ki Zarurat (Need of Revolutionary Changes in Education System) --- Hurriyat (Karachi) April 30, 1973 (U).

Like everything else about our education, the training system of our teachers is also static and slow. No change has been made in the syllabus of Training Colleges during the last twenty years. Some basic changes are needed immediately: The course of B.Ed. should be spread over two years instead of nine or ten months, as at present. Only those teachers should be trained for all the branches of science who have special proficiency in the subject. The importance of a teacher is more than that of the Armed Forces. The Armed Forces fight on the front, and these fighters are trained by the teachers. It is not possible to achieve success in any walk of life without the sincere cooperation of the teachers. So they should be given all the facilities and honors that are given to the important personalities of the country.

TEACHERS

65. Central Bureau of Education. Teachers --- In: Educational Statistics for Pakistan 1965-66, 53-79. Islamabad, Central Bureau of Education. September, 1971.

This statistical report compiled by the Central Bureau of Education deals with the teaching staff of various educational institutions of Pakistan.

In the chapter there are 15 tables showing: 1) summary statistics of teaching staff in educational institutions by locality, level, kind and sex; 2) teaching staff in universities by locality, kind and sex; 3) teaching staff in degree colleges (arts and science) by management; 4) teaching staff in intermediate colleges (arts and science) by management; 5) teaching staff in colleges of professional education by management; 6) trained and untrained teaching staff in high schools by management; 7) trained and untrained teaching staff in junior high/middle schools by management; 8) trained and untrained teaching staff in high schools by management, qualifications and sex; 9) trained and untrained teaching staff in junior high/middle schools by management, qualifications and sex; 10) trained and untrained teaching staff in primary schools by management; 11) trained and untrained teaching staff in primary schools by management, qualifications and sex; 12) teaching staff in secondary (vocational) schools by kind and sex; 13) teaching staff in madrassahs and tanzim schools by kind and sex; 14) teachers for adults and special schools by kind and sex; and 15) teaching staff in European type/English medium institutions by level and sex.

66. DHAHRI, Jan Mohammed. Senior Teachers' Grievances --- The Sun (Karachi) May 30, 1973.

So far First Assistants of the Center schools used to be employed as Deputy Superintendents of the Examination Centers, but this year this practice has been given up. It is learnt that First Assistants of the Centers in Dadu District have been appointed as Deputy Superintendents. Our Association has placed our views before the Chairman/Controller of Examinations of the Board, but it is regretted that nothing has been done to redress the grievances of the First Assistants. Senior teachers have also been deprived of the chance to be Examiners

in S.S.C. Part I and II Examinations. Junior persons and headmasters have been appointed as examiners. Therefore, on behalf of the Provincialized Secondary Teachers Association, Sind, we appeal to the Chairman of the Board to take necessary action as early as possible.

67. HAIDER, Syed Ale. Peshawarana Ikhlaqiyaat (Professional Ethics) --- In: Falsafae Ta'aleem, 209-223. Karachi, Qamar Kitab Ghar. (1973) (U).

This is a brief discussion of 'Ethics and profession'. Ethics is the philosophy of conduct which lays down ultimate principles and applies them to the control of conduct. Similarly, profession is the social responsibility which a man undertakes for the service of mankind according to his individual and natural abilities. What distinguishes profession from other occupations is the fact that it is learned. Every profession needs professional ethics and thus a teacher also has to follow the principles of professional ethics.

The professional ethics of a teacher are briefly pointed out. A teacher comes in contact with his students, his colleagues, the parents and guardians of students, and with educational administrators. He is advised how he should deal with these people. Islam and professional ethics and principles of professional ethics are also discussed.

68. QURESHI, Qayyum. Sind Kay Wazir-e-Ta'aleem Say Apeel (An Appeal to the Sind Education Minister) --- Jang (Karachi) April 12, 1973 (U).

The cause of unrest among the teachers is not that the educational institutions have been nationalized, or that their salaries are meagre. The real cause of unrest is the inordinate delay in the implementation of the educational policy, in the payment of dues and in giving them the government pay scales. The teachers know that it would take some time to introduce the revolutionary measures devised by the government. So they waited from October 1972 to March 1973 and decided to strike work when nothing was done even four months after the launching of the new scheme. If no attention is paid to their protest, they would be forced to take any lawful steps open to any section of the people under democracy.

Now that the Minister for Education has authorized the payment of their dues and the fixation of their salaries under the government scales, it is hoped that all such dues would be cleared in April.

69. SAOODI, Abul Wafa Yunus. Uloom-e-Sharqia Kay Ustad (Teachers of Oriental Studies) --- Hurriyat (Karachi) April 22, 1973 (U).

It is unfortunate that no government has ever looked into the grievances and complaints of the teachers who are engaged in teaching oriental languages. Their demands have always been ignored. What is more unfortunate is the fact that the teachers of primary schools have succeeded in getting what they had asked for, but no attention has been paid to the genuine grievances of oriental languages teachers. These teachers are experts in their subjects and their duties are as important as those of English teachers. It was natural to expect that the step-motherly treatment given to the oriental languages teachers would now stop. But on the other hand, the difference in the pay-scales and other facilities of the two categories has become more pronounced than before.

70. SIDDIQI, Iqbal Ahmed. Asateza Aur Unkay Masail (Teachers and their Problems) --- Jang (Karachi) April 5, 1973 (U).

The following complaints lodged by the teaching staff need urgent attention by the government: Highly educated teachers have been working on ordinary posts, while new persons are being appointed to senior posts. In every government department, facilities like free medical aid, accommodation allowance, entertainment allowance, and other allowances are provided to the employees, but these facilities have been denied to teachers. Promotion according to seniority, technical salary to teachers belonging to science, commerce, and agricultural sections, the present mode of appointment to Class I gazetted posts, payment of dues to the teachers of the institutions recently nationalized, etc., are some of the questions which have to be solved.

Although the Minister of Education assured the teachers that their complaints would be looked into, the situation worsened so much that the provincial department of education has to take frantic steps to restore confidence among the teachers.

TEACHING METHODS AND MEDIA

71. MAJEED, Raja Abdul. Bachchon Mein Badkhati Ka Tajzia Aur Elaaj (Analysis of Bad Handwriting in Children and Its Cure) --- Ta'aleem-o-Tadrees (Lahore) 6(3): 48-52. April, 1973 (U).

There are various causes of bad handwriting and the responsibility for this is to be shared by teachers, pupils, and parents, who do not take pains to improve the handwriting of the pupils. Bad handwriting affects educational progress and purpose. It is not only bad looking but also difficult to read and decipher.

The reasons for bad hand are: 1) faulty method of teaching; 2) parents' lack of interest in the children's education; 3) pupils' lack of interest in education; 4) nonavailability of suitable material; 5) crowded classrooms; 6) lack of individual attention to pupils', and 7) teachers incompetence and carelessness. A number of suggestions have been put forward for improving the handwriting of children.

TECHNICAL EDUCATION

72. TAFAZZUL, Anis. Funni Ta'aleem Ka Intezaam Kijiye (Arrange Professional Education) --- Akhbar-e-Khawateen (Karachi) June 12-22, 1973 (U).

It is really unfortunate that we have failed to remove illiteracy from our country. During the last ten years we have been able to reduce the percentage of illiteracy only by three. The new educational policy, however, holds out some promise. In the new budget, a large sum of money has been allocated to education. But in order to achieve better results, some basic changes should be made. In the curriculum for higher education emphasis should be laid on the practical rather than the ideological aspect of education.

In view of the growing industrial needs, the country would need more qualified technical personnel in the course of the next few years. We now have a dearth of institutions that can provide technical training to the students. The government, should, therefore, set up more technical training institutes to fulfil the needs of the students who want to be so trained but have no facilities for such training.

73. MUZAFFAR, Naila. A'ala Ta'aleem (Higher Education) --- Akhbar-e-Khawateen (Karachi) June 2-8, 1973 (U).

The importance of higher education for women cannot be denied, particularly in a developing country like Pakistan. In Pakistan women begun taking interest in the different fields of education. They have entered the medical, engineering and scientific fields of education. This happy turn in the situation calls for the opening of more medical colleges exclusively meant for women.

There is no denying the fact that educated women folk can play a vital role in the development of their country. Compared to the increasing number of women desirous of higher education, the number of institutions for them is very low. The government should solve this problem at the earliest. Higher education cannot be regarded as waste in terms of time or capital. It is rather an asset both for the individual and the community.

74. TASEER, (Mrs.) C. Women's Education as a Shield Against Wayward Husbands --- Morning News (Karachi) February 6, 1973.

The dearth of educational facilities for girls is well known. One reason ascribed by the authorities is the aversion of parents to girls' education. It is suggested by the writer that authorities should go to the right sources to know whether parents really like to get their daughters educated. The writer, thinks that women, who form nearly one-half of our population, do want education, of the type that would be a source of income for their family or make them economically independent of their irresponsible husbands who desert them.

What does literacy mean to a women and what is its importance to her ? These were the questions that the wirter put to the various sections of society. Their answers have been briefly given here. It is concluded that women positively want education, but all they need are the suitable conditions for putting their education to fruitful use.

GENERAL

75. ABDI, Hasan. Hamaray Darsi Nizam Ka Almia (Tragedy of Our Teaching System) --- Akhbar-e-Khawateen (Karachi) June 2-8, 1973 (U).

The present system of education that was introduced by the English rulers is capable only of producing clerks. Now the situation has changed, and the system is only adding to the mass of educated unemployed. It is not in conformity with our national needs either.

The most unfortunate aspect of the system is that from the secondary stage to the university level, the students get no idea of the type of qualifications and proficiency that are required in our industrial commercial, agricultural, and administrative fields. The problem of the educated unemployed will remain unsolved as long as our industrial sector remains unplanned. Without proper planning, it is difficult to know how many educated persons are needed in different fields.

76. AHMED, Firoza. Apathetic Parents are Spoiling our Education --- Morning News (Karachi) April 15, 1973.

It has been found that the home environment and the part played by parents are the paramount factors in determining what a student is going to become. Students inherit from their parents their traits, habits, manners, hobbies, interests and attitudes. Social, economic, and cultural factors, too, have a profound effect on the budding personality of a student. The out-of-the-school environment, i.e., the environment of the home and the community, is a factor that no educational program can afford to ignore. Mere formal "school experiences," however, useful they may be for the students, are always too inadequate to equip him with all those qualities and attributes that are necessary to meet the hazards of a life of eventual independence and responsibilities. On the other, an educational program, in which the home-school experiences of the pupils are to be integrated, requires some sort of coordination in the process of supervision and guidance both at home and the school only through parent-teacher cooperation. This cooperation is in the pupil's best interest. His parents and teachers both work together, the former out of parental affection, the latter out of a professional desire to enhance teaching standards.

77. AHMED, Firoza. How to Promote Quality Education --- Morning News (Karachi) April 22, 1973.

If our educational institutions are to become community oriented, they have no alternative but to identify, develop, mobilize, and truly motivate the existing community leadership in the implementation of the purposes of education as a whole. Recent experiences have shown that if a developing society, such as ours, expects quality educational institutions, it demands continuous and cooperative planning on the part of not only the parents but also all the related governmental and non-governmental agencies.

Parents have a definite right and responsibility to be concerned about their children's education. All parents should recognize that the "climate" in which students live greatly influences their learning and behavior. The parents should also recognize the fact that for an all-round growth of the child it is extremely essential that the home and the school should present a "unified front". In order to give the parents a variety of experience to work with the school staff, the building of friendly relations is a necessary first step.

The next step in this direction is that a systematic arrangement is made to hold special talks, lectures, parent-teacher conferences, and group discussions for the benefit of the parents so that they may be assisted in school affairs. One great advantage of parents' participation in these activities is that the students can always relate their school "experiences" with their "home experiences" in a way that life never seems to them divided into watertight compartments.

78. Directory of Pakistani Scholars Abroad 1967-68 Part I --- Islamabad, Central Bureau of Education. 45p. August, 1971.

This is an annual publication, and the first issue of this directory appeared in 1963-64. The directory is now published regularly in three parts. The present first part covers Pakistani students in the countries beginning with the letters 'A' to 'T' in alphabetical order. The countries where Pakistani students are studying include Australia, Belgium, Canada, Finland, France, Iran, Italy, Japan, Lebanon, Netherlands, Philippines, Spain, Sweden, Switzerland, Thailand, and Turkey. The appendices contain the specimen of the proforma completed by the students and an alphabetical list of the postal addresses of the institutions.

The directory is intended to help the scholars, the universities, and the government of Pakistan in the evaluation of the suitability of each student and the necessary adjustments in the government schemes for providing higher education to deserving people.

79. Directory of Pakistani Scholars Abroad 1967-68 Part II --- Islamabad, Bureau of Education. 82p. April, 1970.

This is an annual publication, and the first issue of this directory was published in 1963-64. The directory is regularly published in three parts. The present second part covers Pakistani students studing in the United Kingdom. The directory provides addresses of the institutions where Pakistani scholars are studying and also gives the field of study of each student.

The main purpose of the directory is to provide information to universities and research institutions in Pakistan who are in search of talent, so that they can take suitable steps to attract them back to the country. It is hoped that this directory will help in the evaluation of the suitability of each student and necessary adjustments in the government schemes for providing higher education to deserving people.

80. Directory of Pakistani Scholars Abroad 1967-68 Part III --- Islamabad, Central Bureau of Education. 64p. June, 1971.

This is an annual publication, and the first issue of the directory was published in 1963-64. It is published regularly in three parts. The present third part covers Pakistani students who are studying in the United States of America, U.S.S.R., and Yugoslavia. The directory mentions the subject of study of each student. At the end is given the specimen of the proforma completed by each student together with an alphabetical list of the postal addresses of educational institutions.

The main purpose for providing this information is to help the potential employers, such as universities and research institutions in Pakistan, in their search for talent, so that they may take suitable steps to attract the talent back to the country. It is hoped that this directory will help in the evaluation of the suitability of the students and necessary adjustments in the government schemes for providing higher education to deserving people.

81. GILANI, Syed Iftikharul Hasan Zahid. Makhloot Ta'aleem (Co-Education) --- Masawaat (Lahore) June 1, 1973 (U).

Public opinion seems to be equally divided in our country on the vexed question of co-education. But this debate, with all its heat and vehemence, seems rather anachronistic in this age, when men and women are marching on equal terms on the road to progress. The debate seems all the more ludicrious when we look at the low percentage of literacy in Pakistan. In order to combat against the curse of illiteracy, both sexes should be given equal opportunity of education, whether separate or mixed. This is not the time to waste our energy on such trifles. We should educate our children both in rural and urban areas and also popularize adult education. This objective can be achieved either through co-education or through separate education for the two sexes.

82. KASHMIRI, Zaheer. Gharib Tulaba, Feesein Aur Jabri Tution (Poor Students, Fees and Compulsory Tuition) --- Masawaat (Lahore) April 1, 1973 (U).

One of the objectives of the government in introducing the new educational policy is to stop exploitation of the people in the name of education. There were innumerable institutions that had made a lucrative trade of education. The nationalization of educational institutions by the government has saved both the students and their parents from rank exploitation. The government announcement of free education up to Middle class will bring relief to the parents who cannot aford to pay the tuition fee of their wards.

There are, however, some instances of the teachers forcing the students to engage them for private tuition, and those students who cannot afford to pay the tuition fee are reported to have been threatened with failure in the examination. If this state of affairs continues, the eucation policy introduced by the government cannot succeed. What is needed now is to take steps to curb this practice and give the policy of free education a chance to succeed.

83. KAZMI, Syed Shabbir Ali. Hamari Ta'aleem Aur Uskay Masail (Our Education and its Problems) --- Jang (Karachi) February 7, 1973 (U).

Education is a process of spiritual action and reaction between the teacher and the taught. The relationship between the teacher and the taught is deeper than the relationship between

the child and the parent. The teacher is the man responsible for the healthy growth and upbringing of the child. The teacher occupies a catalytic position in the child's process of learning, and, therefore, he should be a man of status in the society. However, high status is actually self-acquired. A critical analysis is made of the present situation of the teachers, and a few suggestions have been made for improving their status.

There is a brief discussion of the students' behavior in the present age and of the social, economic and moral forces working on them. The responsibilities of the society as a whole in the character building of the students have been discussed, showing what functions it has to perform in the field of education.

84. SHAH, Qaim Ali. Participation of People --- The Sun (Karachi) June 3, 1973.

The Department of Education in Sind has fixed the target of making 4,00,000 adults literate till the end of October, 1973, and providing basic literacy to 24,000 adults in the regular an l program this year. The gigantic work of nationalization of schools and colleges has been accomplished in a short time with efficiency, intelligence, and sincereity. We have afforded maximum participation of the public in the formulation of educational policies and the improvement of the quality of teaching through Administrative Council. Representatives of the public, teachers, students, and members of educational institutions have been included in the Council. This is an educational challange indeed. It is the primary duty of a teacher to see to it that the students behave properly and learn etiqutette in the school. Our values of discipline and training should not be lost sight of.

TEXT BOOK (Special Section)

85. AHMED, Ghalib. Nisaabi Kutub Ki Nai Shakal (New Form of Text-Books) --- In Nisabi Kutub - Aara-o-Afkar, 7-11. Lahore, Punjab Textbook Board. 1973 (U).

The contradiction between precept and practice so common in the society is the main problem of modern education. The real objective of education is to prepare a man for the society. He should be so educated and trained that he becomes a useful and healthy part of the society. Curriculum planning and preparation of textbooks cannot ignore this important objective of education. There is a brief discussion of the type of education required for producing healthy and useful citizens.

We do not have enough facilities to provide education adapted to the individual abilities of students. We have no guidance and counseling facilities. It is, therefore, imperative that the principles of educational guidance should not be ignored in the curriculum and textbooks. We should keep in mind the international standard of knowledge. The new textbooks should fulfil the demands of the modern world.

86. AHMED, Raja Rashid. Chand Wazahatein (Some Clarifications) --- In Nisabi Kutub - A'ara-o-Afkar, 16-18. Lahore, Punjab Textbook Board. 1973 (U).

The scope of the working of Punjab Textbook Board is limited to the preparation, editing, publication and distribution of textbooks for class I to class XII. The progress of the work made known through the Board's fortnightly magazine and annual exhibitions. The Board invites comments, suggestions, and criticism from students, parents, and other people in order to improve its working in the light of these comments.

Eighty per cent of the suggestions received by the Board during the last three years relate to the curriculum. But the Board has nothing to do with the planning and formulation of the curriculum. Various complaints are briefly described, and the nature and scope of the work of the Board is explained. There is also a survey of the activities of the Board.

87. AKBAR, Mohammed. Urdu Textbooks --- Pakistan Times (Lahore April 22, 1973

It is true that today hypocricy reigns supreme in our society. There is too much talk about religion and morals, but practice is little in evidence. This should not be made an excuse for not giving the students a thorough grounding in religion and morals. Unless the students are taught the basic principles of religion and morality and at a later stage the rational philosophy of each of such principles, there can be little hope of a spiritual renaissance.

It appears that elders are afraid of their hypocrisy being exposed. That is why they feel shy of propagating the ideals of life even in the textbooks. To achieve their end, they raise the bogey of "student unrest". If our educationists have the welfare of the nation at heart they should not be chary of bringing out the contradiction between the beliefs and actions of the elders. The yough must learn to hate hypocrisy and falsehood.

88. AYAZ, Mohammed Muttaqi. Nisabi Kitab Kaisi Honi Chaiye (What should be the Qualities of a Textbook) --- In Nisabi Kutub - A'ara-o-Afkar, 60-61. Lahore, Punjab Textbook Board. 1973 (U).

Textbook has its own importance in the process of education. It is the link between the teacher and the taught. It is a helper, a tool and a guide for the teacher and an interesting hobby for the student.

The improvement of textbook should be both in the subject matter and the production technique. It is of utmost importance that the textbook should fulfil the object of education and cover the respective subject from all angles.

It is suggested that graded vocabulary should be prepared, and textbooks should conform to these grades. The language of the textbooks should be simple and lucid, and the subject should be explained with the help of examples. Suitable pictures, maps, and graphs are also necessary.

89. KALIM, M. Siddiq. Textbooks --- Pakistan Times (Lahore) April 22, 1973.

Textbooks play a vital role in making or unmaking a nation. It is for the second time in recent history that our textbooks are

to be revised. Previously they were prepared in the light of the"Sharif Commission Report" on Education.

One important aspect of textbook writing is concerned with language; our educational system is at least bilingual, if not trilingual. We have to teach English, Urdu and one regional language. The regional language should not be taught beyond the middle standard to ensure that the students have learnt it at least at the functional level. Similarly Urdu should be taught as a compulsory language only up to the secondary stage to ensure that the students have learnt it once for all. Similarly, English being a foreign language, it should be learnt at the functional level, i.e., the Intermediate stage. The language textbooks have to be written with a view to meeting the linguistic requirements under a plan of restricted vocabulary and graded structures as required at each stage of education.

90. KAMRAN, Jilani. Nisabi Kitab Aur Ingraizi Shairi Kay Intekhab Ka Mas'ala (Textbook and the Problem of Selection of English Poetry) --- In Nisabi Kutub - A'ara-o-Afkar, 52-56. Lahore, Punjab Textbook. 1973 (U).

Editing of a textbook seems an easy job, but when one sets one's hand to it, the problems begin to crop up one after the other. The problems of editing textbooks differ from book to book. Every textbook has its own problems. The textbooks in the field of humanities offer greater problems than those on other subjects. Some of the difficulties faced by the editors of textbooks of humanities have been mentioned.

The writer describes his own experience in editing an English textbook for intermediate classes covering the drama and poetry section. After discussing the various difficulties and giving the necessary guidelines, he concludes that the editor of a textbook should enjoy the confidence of the Textbook Board authorities.

91. KHALID, A.S. Idarat Kay Masail (Problems of Editing) --- In Nisabi Kutub - A'ara-o-Afkar, 44-45, Lahore, Punjab Textbook Board. 1973 (U).

The Textbook Board invites manuscripts from authors on competitive basis. The best three manuscripts are given awards and

sent to critics for comments. The critics judge these manuscripts, determine their relative merits, decide whether they have been written according to the instructions of the Board, and cover the syllabus. Then, these manuscripts are sent to editors for collation and consolidation into one final manuscript in the light of observations of the critics.

The writer offers a few suggestions for improving the editing. The emphasis is on close cooperation between the editor and the critic, so that the latter's observations are not ignored at the stage of editing. It is also suggested that the editors be paid at higher rates than normal if they contribute original matter.

92. LODHI, (Mrs.) Naseem. Role of Research in Textbooks --- Pakistan Times (Lahore). April 23, 1973.

At present validation of textbooks is in its infancy, but with time the importance of books will be recognized by all, and overwhelming progress can be predicted if earnest efforts are made to adopt a scientific approach. A book can have a chance of long life if it is remodelled and revised again and again through research. Research keeps the knowledge alive and up to date. The research on "Private Tuition and Help Book" was conducted to pinpoint the causes of the relegation of textbooks to the background. At present the research project on "A Graded Urdu Word List for the Textbook Writers of Classes 1 through VIII" is being conducted. The objective in view is to prepare a list of words with graded difficulty. Only the very best textbooks will have the chance of survival after scientific scrutiny.

93. MIRZA, (Miss) Memuna. Science Ki Nisabi Kutub (Text-Books for Science) --- In Nisabi Kutub - A'ara-o-Afkar, 39-41. Lahore, Punjab Textbook Board. 1973 (U).

The present textbooks in the field of science, especially physics, chemistry, and biology, are not up to the mark. The compilers and writers of these books have little understanding of the needs and capabilities of the students of today. Unnecessary fattening of textbooks should be

discouraged, and the books should clearly and concisely cover the course in a way that the students may quickly understand and remember what has been taught in the books.

Instances of textbooks that are not up to the mark have been quoted. Attention is also drawn to the misprints and other typographical errors. In the end it is suggested that while preparing the textbooks the needs of the students should be carefully kept in mind.

94. MIRZA, (Mrs.) S.P. Taba'at-o-Isha'at Kutub (Printing and Publishing of Books) --- In Nisabi Kutub - A'ara-o-Afkar, 12-15. Lahore, Punjab Text Book Board. 1973 (U).

The precentage of literacy in Pakistan is among the lowest in the world. About 85 per cent population of Pakistan lives in villages, and the literacy percentage in villages is deplorably low, especially among female population. The importance of education is an accepted fact, and the role of books in the spread of education is also undeniable. But proper attention has never been paid to the printing and publishing of the right types of textbooks that would fulfil the needs of the country.

The need of the time is the books written in simple language and helpful in the promotion of agriculture which is the mainstay of our economy. Apart from this, a network of libraries should be established to encourage the production of books produced in ever and increasing numbers. The dearth of libraries in rural areas is a very serious problem.

95. MOHIUDDIN, Nisar. Nisabi Kitab Kaisi Honi Chaiye (What should be the Qualities of a Textbook) --- In Nisabi Kutub - A'ara-o-Afkar, 64-66. Lahore, Punjab Textbook Board. 1973 (U).

There are all types of books, but textbooks have the distinction of being the instrument of education and character building. Textbooks help in the education and training of the mind of the child. Thus, the authenticity and standard of textbooks becomes a must.

The writer has especially discussed the nature of textbooks

bearing on the subject of history, which is very important for the creation of a correct perspective of the nation's life in the various fields.

The writer is not satisfied with the standard of our textbooks in this field. He has put forward some suggestions for the improvement of history books for schools. The importance of pictures and maps has also been emphasized.

96. NAWAZ, Nabila. Nisabi Kitab Kaisi Honi Chaiye (What should be the Qualities of a Textbook) --- In: Nisabi Kutub-A'ara-o-Afkar, 62-64. Lahore, Punjab Textbook Board. 1973 (U).

The term 'textbook' is briefly explained. Textbook not only covers the subject of the syllabus of the particular class, but also helps in preparing the student for the coming life. In the preparation of any textbook this important objective should be always kept in sight.

There are three factors that consciously or unconsciously impress the reader of a book. The first is its physical features, like paper, printing, cover, illustrations, etc. The second factor is the language used in the book; and third factor is the material it contains.

A textbook should be attractive in appearance so that the student may be tempted to open and read it. As to the language of the textbook, it should be suitable to the age and vocabulary of the students for whom it is prepared. However, simplicity of language is necessary for all classes. The writer has discussed in detail the nature of the matter a textbook should contain.

97. NIGHAT, Ubaida. Nisabi Kitab Kaisi Honi Chahiye (What should be the Qualities of a Textbook?) --- In: Nisabi Kutub - A'ara-o-Afkar, 72-74. Lahore, Punjab Textbook Board. 1973 (U).

Books play an important role in the intellectual development of a nation. The process of learning starts at school, where textbooks begin to make their impress on the personality of the child. The child learns what the textbooks teach him. The child starts like a clean slate, and then the textbooks begin to make a mark on its mind for good or for bad. Thus, to a large extent it is the quality of textbooks that makes or mars the personality of the child. Hence the need and importance of good books for children.

The most important attribute of a textbook is its moral tone. The other atributes include modern knowledge, especially in the field of science and technology. It is briefly discussed how the quality textbooks help in building up national charter.

98. PARVEEN, Rifat. Nisabi Kitab Kaisi Honi Chahiye (What Should Be the Qualities of a Textbook) --- In: Nisabi Kutub - A'ara-o-Afkar, 84-85. Lahore, Punjab Textbook Board. 1973 (U).

The importance of textbooks in the process of teaching and learning cannot be overemphasized. Education and textbooks go hand in hand, and so the quality of textbooks affects the quality of education.

So far as the completion of our textbooks and our education system are concerned, they remained true to the British traditions for a long time. With the development of education in Pakistan, certain changes came about in the textbooks and the system of education in keeping with the national needs and aspirations. However, there is still much scope for improvement in this field.

There is a brief discussion as to the type and nature of contents a good textbook should have.

99. SIDDIQI, Masood. Board Ki Haiyat-e-Tarkeebi Aur Karkerdigi Ka Jaiza (A Review of the Structure and Working of Textbook Board) --- In: Nisabi Kutub - A'ara-o-Afkar, 19-25. Lahore, Punjab Textbook Board. 1973 (U).

Before 1962 there was free competition in the field of preparation and production of textbooks by the publishers, who were only required to fulfil the requirements of the prescribed syllabus. These books were then approved by the education department. This procedure gave rise to many malpractics and the publishers concentrated only on making money to the detriment of the standard of education. So, the Education Commission recommended the establishment of Textbook Boards which came into being in 1962, with the object of promoting educational research, drawing of curricula, and preparing standard textbooks.

There is a brief discussion of the structure of the Board, and a description of how the Board prepares and publishes textbooks, and how it checks piracy in this field. The future program of the Board is also discussed.

100. TAFAZZUL, Anis. Nisabi Kitabon Ki Kami (Dearth of Textbooks) --- Akhbar-e-Khawateen (Karachi) March 31 to April 6, 1973 (U).

The syllabus books which are imported from foreign countries are scarcein the market and too costly for the student belonging to middle class. Nor do the libraries keep such books. The number of copies in such institutions is too small to cater to the needs of all students. This situation forces the students to turn to notes and cheap books that are available in the market. This alternative, of course, helps them in getting through the examination with the barest of knowledge.

The government has recently turned its attention to this problem under the new educational policy. The National Book Foundation has been assigned the tak of printing low-cost syllabus books. But unless the Foundation speeds up the work, the problem will remain unsolved.

101. WASEEM, Mohammad Tariq. Economic Progress and Textbooks --- Pakistan Times (Lahore) April 23, 1973.

Writers of textbooks on social studies, economics, history etc. are confronted with the problem of adjusting themselves to the realities of the new situation. Nevertheless, they are trying to depict the new economic scene of the country in these books.

The real worth of the textbook lies in its facility to impart knowledge quickly and correctly. The textbooks on 'Economics' for Intermediate students, which are being prepared for the first time, shall be the only textbooks of their kind. The basic purpose of including such materials as 'Pakistan on the road to Development', 'Industrial Development,' 'Agricultural Development', etc., is to provide authentic information to our children about our history, cultural heritage, social and economic progress, etc.

102. WILLIAM, George. Textbooks --- Dawn (Karachi) June 9, 1973.

We have seen quite a good number of schemes of studies ever since the establishment of Pakistan. But unfortunately none has succeeded. These schemes were chalked out unimaginatively on the basis of emotional hypotheses. So they failed and the

educational standards went down. The latest scheme of studies for secondary schools is workable, though ambitious. But it is the textbooks to be written on the basis of this scheme that will decide its success or failure. These textbooks should be written in a spirit of realism and with imagination, as demanded by our contemporary world of science and technology.

As for the scheme regarding technical and vocational subjects, the question is how it would be implemented in all schemes with heavily overcrowded class, and where the workshop would be built, especially in the schools which lack space even for the morning assembly. The expenditure on this venture would be heavy. However, this is perhaps not so important. What is important is qualified and dedicated instructers and fairly well equipped workshop.

103. YUNUS, Sufi Mohammad. Census of Textbooks 1973-74 --- In: Census of Textbooks 1973-74 and Enrollment of Students 1971-72, 1-19. Lahore, Punjab Textbook Board. April, 1973.

The chapter provides information about the textbooks prepared by the Punjab Textbook Board and prescribed by the Education Department of the Government, the Boards of Intermediate and Secondary Education, and the Board of Technical Education, according to the syllabi and scheme of studies for the respective stages of education. The particulars of textbooks include name of the book, size, class, code No., pages, price, allocation, and name of the publisher.

The chapter includes: 1) textbooks for primary and middle classes; 2) textbooks for secondary classes; 3) textbooks for higher secondary classes; 4) textbooks for the deaf and dumb students; 5) supplementary reading materials; 6) statistical publications; 7) textbooks for primary teachers Certificate Course; 8) list of adapted textbooks; and 9) list of obsolete textbooks.

104. ZAIDI, Farid. Nisabi Kutub Honi Chahiyen Ya Nahin (Text-Books or No Text-Books) --- In: Nisabi Kutub - A'ara-o-Afkar, 41-44. Lahore, Punjab Text Book Board. 1973 (U).

It seems there is left little use for textbooks nowadays. It is common knowledge that majority of our students pass their

examinations with the help of "guide" and "guess papers" and never touch or see the textbooks prescribed for them. But it is just as well; the textbooks are full of mistakes.

The wirter quotes a number of printing mistakes in various textbooks and says that these mistakes are very common. Thus, the mistakes in these text-books will become a part of the knowledge with which the students will have to live for rest of their life. Added to the printing mistakes, there are repititions in most of the textbooks. The same passage or the same topic is repeated in more than one class.

105. ZEB, Asia. Nisabi Kitab Kaisi Honi Chahiye (What Should Be the Qualities of a Textbook?) --- In: Nisabi Kutub - A'ara-o-Afkar, 58-60. Lahore, Punjab Textbook Board. 1973 (U).

Textbooks are of basic importance in the education system of a country. The right type of textbooks are of great importance for a country like Pakistan which was created on Islamic ideology and which has not yet reached the take-off stage for industrial development. Unfortunately, the field of eucation always remained neglected. Many a time the problem of textbooks was raised, but no practical steps were taken to change the old types of textbooks which we had inherited from the days of colonial rule.

As Muslims, we have a separate entity, and to play our role as true Muslims, we require new textbooks that propagate Islamic way of life and teach us Islamic values. Some suggestions have been put forward for the improvement of textbooks. Emphasis is also laid on the technique of textbook production which is very poor at present. Textbooks for children should be well illustrated.

-----oOo-----

WRITER INDEX

ABBASI, Tabish Qadeer, 14

ABDI, Hasan, 37

ADIL, Shahid, 1

AHMED, Firoza, 37,38

AHMED, Ghalib, 42

AHMED, Jamiluddin, 1

AHMED, Raja Rashid, 42

AHMED, Zahoor, 31

AKBAR, Mohammed, 43

AKHTAR, Mohammed Sulaiman, 22

ALAM, Syed Masood, 31

ALI, Mahmood, 15

ASIF, Mohammed, 16,17

AYAZ, Mohammed Muttaqi, 43

BRELVI, Shafiq Bano, 5

CHOUDHURY, Bashir Ahmed, 28

DAWOOD, A. Sattar, 24

DESOUZA, D'arcy, 13

DHAHRI, Jan Mohammed, 32

FAROOQI, Ibadullah, 28

GILANI, Syed Iftikharul Hassan Zahid, 40

HAFIZ, (Mrs.) Munawwer, 6

HAIDER, Masood, 20

HAIDER, Syed Ale, 9,21,25,26, 27,29,30,33.

HAMESH, Ahmed, 13

HANIF, Shaikh M, 23.

HUSAIN, Syed Zahid, 9.

IQBAL, Shaheen, 10.

JABIR, Rafiq, 11.

JAVED, Khursheed, 11

JAVED, Shamim, 30

JAMIL, Mohammed, 18

JEHAN, Sultan, 12

KALIM, M. Siddiq, 4,14,15,19, 22,43,

KAMRAN, Jilani, 44

KASHMIRI, Zaheer, 40

KAZMI, Syed Shabbir Ali, 40

KAZI, M.A. 8
KHALID, A.S., 44
KHAN, Ashfaq Ali, 16
KHAN, Mustafa Iqbal, 2
LODHI, (Mrs.) Naseem, 45
MAJEED, Raja Abdul, 35
MEER, Mohammed Iqbal, 21
MINHAS, Waheed, 2,20
MIRZA, (Miss) Memuna, 45
MIRZA, (Mrs.) S.P., 23,46
MOHIUDDIN, Nisar, 46
MUZAFFAR, Naila, 36
NADEEM, Nayyar, 18
NAQVI, Zuhra, 10
NAWAZ, Nabila, 47
NIGHAT, Ubaida, 47
PARVEEN, Rifat, 48
QAMAR, Mumtaz, 25
QURESHI Qayyum, 33
RASHEED, Athar, 19
RIZVI, Shaheen, 25
SAOODI, Abul Wafa Yunus, 34
SHAH, Qaim Ali, 41
SHAH, Syed Manzoor Alam, 16,17
SIDDIQI, Iqbal Ahmed, 34
SIDDIQI, Masood, 48
TAFUZZAL, Anis, 3,35,49
TASEER, (Mrs.) C. 5,36
USTO , Dur Mohammed, 24
WASEEM, Mohammed Tariq, 49
WILLIAM, George, 49
YUNUS, Sufi Mohammed, 50
ZAIDI, Farid, 50
ZEB, Asia, 51
ZUBAIR, M.H., 3